

**State Board of Education
70% Committee
Boise, Idaho**

February 17, 1999 Meeting Agenda
J.R. Williams Building, West Conference Room
12:15 p.m. - 4:15 p.m.

- I. Minutes of November meeting (**Item 1**)
- II. Policy and Rule Changes
 - A. Bylaws of 70% Committee Modification (**Item 2**)
 - B. IDAPA 08.02.02.070.03. Certification Standards for Vocational-Technical Educators Rule Modification (**Item 3**)
 - C. IDAPA Rules for the Division of Vocational Education - Information Item
- III. Minority Education Budget Recommendation – Educational Success for All Children (**Item 4**)
 - A. Pre-Service and In-Service Multi-Cultural Education (**Item 4.a**)
 - B. Grow-Your-Own Teacher Program (**Item 4.b**)
- IV. Cooperative Service Agency Agreements for Professional Technical Schools (**Item 5**)
- V. Reports and Presentations
 - A. ABE Federal Plan – Department of Education
 - B. State Plan for Perkins III Legislation - Preliminary Report
- VI. Academic Core for AAS Degree -- Discussion
- VII. Accessibility Issues Related to Unprepared/Underprepared Adults – Discussion (i.e., Open Admissions, Accountability Standards, Financial Incentives)
- VIII. Juvenile Corrections/Justice and Prison Educational Programs – Information
- IX. Scholarship Update
- X. Next Meeting

70% COMMITTEE
March 19, 1999

Report to State Board of Education
On Committee Action of February 17, 1999

1. **COMMITTEE ACTION:** Motion to approve the minutes of the November 18, 1998 meeting of the 70% Committee. Minutes were approved. **(Item 1)**
2. **COMMITTEE ACTION:** It was moved by Judy Meyer, seconded by Tom Boyd, and carried to approve the modifications including deleting “others” under item b, adding a reference to “vocational rehabilitation clients” as a targeted population under c, and changing the wording under b to say “Hispanic Education Task Force representative, to the Idaho State Board of Education Governing Policies and Procedures Bylaws Section, Subsection H, Committees of Board, Item 4, 70% Committee. **(Item 2)**
3. **COMMITTEE ACTION:** It was moved by Tom Boyd, seconded by Judy Meyer, and carried to approve the proposed changes to IDAPA 08.02.02.070.03 Certification Standards for Vocational-Technical Educators Rule as written and promulgate the rule as a proposed rule. **(Item 3)**
4. **COMMITTEE ACTION:** Hispanic Education Task Force and Indian Education Committee Budget Recommendations **(Item 4)**
 - a. It was moved by Tom Boyd, seconded by Judy Meyer and approved that the SBOE include for consideration the proposed \$1.2 million budget recommendation for Pre-Service and In-Service Multi-Cultural Education in their FY 2001 budget request. **(Item 4.a)**
 - b. It was moved by Judy Meyer, seconded by Tom Boyd, and approved that the SBOE include for consideration the proposed \$350,000 budget recommendation for the Grow-Your-Own Teacher Program in their FY 2001 budget request. **(Item 4.b)**
5. **COMMITTEE ACTION** on the Cooperative Service Agency agreements **(Item 5)**
 - a. It was moved by Judy Meyer, seconded by Tom Boyd, and carried to approve the Eastern Idaho Vocational Cooperative Service Agency agreement.
 - b. It was moved by Tom Boyd, seconded by Judy Meyer, and carried to approve the Magic Valley Cooperative School Service Agency agreement.
 - c. It was moved Judy Meyer, seconded by Tom Boyd, and carried to approve the Gateway Cooperative School Service Agency agreement (Carole McWilliam did not participate in the discussion or vote).
6. **COMMITTEE ACTION:** The Committee members will review the draft rules of the Division of Vocational Education and get comments to Mike Rush by March 15. The comments will be incorporated into the final rule draft which will go to reading at the April Board meeting. Mike Rush will put the rule draft on the Web page for review.

7. **COMMITTEE ACTION:** Related to scholarship discussion, Mike Rush will pull together a subcommittee to identify data that specifically define the problem and solutions that will meet constitutional muster.
8. **COMMITTEE ACTION:** A discussion of the issues related to the Academic Core policy will be the first topic of discussion at the April meeting of the 70% Committee. Accessibility and accountability issues will be included in that discussion. Mike Rush will visit with Robin Dodson about the issue and identify time line and catalog concerns.
9. **COMMITTEE ACTION:** Check with Dr. Howard on the issue of attendance and students being denied enrollment in school due to absences.
10. **COMMITTEE ACTION:** Include the topic of education in the Juvenile Justice system on the April 70% Committee meeting agenda.
11. Next Committee meeting is on April 14 in Idaho Falls. 1:30 - 5:00 p.m.

(Item 1)

STATE BOARD OF EDUCATION
70% Committee
November 18, 1998
Boise, Idaho

APPROVED MEETING MINUTES

Members Present:

Senator Andreason	Dr. Anne Fox	Dr. Miles LaRowe
Dr. Larry Barnhardt	Dr. Mike Glenn	Ms. Karen Fraley
Ms. Dianne Allen	Ms. Ann Stephens	Dr. Ranaye Marsh
Mr. Chuck Mollerup	Dr. Mike Hostetler	Mr. Steve Casey
Dr. Shirley Spencer	Mr. Barry Thompson (for Pat Young)	

State Board of Education Members:

Dr. Carole McWilliam, Chair	Ms. Judy Meyer	Mr. Tom Boyd
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Committee Staff:

Dr. Mike Rush	Ms. Donna Simpson, Secretary
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Others Present:

Mike Miller	Robert Young	Kirk Dennis
Bob Sobotta, Sr.	Hector de Leon	DeVere Burton
Ross Borden	Tom Farley	

1. The meeting convened at 2:00 p.m. The minutes of the September 23 meeting were approved with the following corrections: Page 2 paragraph A, line 5- the sentence "He recommended that a minority representative appointed"....should have the word be added before the word appointed.
2. Professional Technical School Policies - Final Reading
 - a. Mike Rush stated that all suggestions made at the first reading were addressed.
 - b. Changes from printed version.
 - (1) #5, (a) Professional-Technical School Added Cost Unit Calculation has additional information (underlined on this copy),(1): unless a different ratio is already pre-determined by the State Department of Education.
 - (2) The Department of Education has rules for determining number of units for separately funded schools.
 - (3) The word "estimated" was deleted because the number of support units could be either estimated or actual depending on the time of year.
 - (4) Tom Boyd suggested that "will" be changed to "shall" throughout.
 - (5) Judy Meyer asked DeVere Burton to define "field experience" which was added to item (c) on page 6. How long, how much experience?
 - (a) DeVere Burton stated there is no minimum amount of time. Carole McWilliam said the field experience is often determined by the program area the student is in.

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- (b) Carole McWilliam asked what happened if there isn't a place to put the students for work experience? DeVere Burton said some schools have students who do not work outside of the classroom complete a portfolio.
 - (6) Mike Hostetler stated that item c on page 7 ("Contains a sequence of instruction that responds to a minimum set of competencies.") sounds like we are teaching just the minimum.
 - (a) DeVere Burton suggested that it could be changed to "Contains a sequence of instruction that responds to a set of industry competencies."
 - c. Other comments and questions
 - (1) Page 10 - Item 7b - accreditation
 - (a) Judy Meyer asked how accreditation is done at the professional-technical schools?
 - State Board rules state that all public schools shall be accredited. Existing accreditation procedures will be followed.
 - (b) Barry Thompson asked what the statement "Reinforces basic and advanced academic skills" on page 7, item 3d means?
 - DeVere Burton explained vocational instructors make sure that the students understand why they needed to take basic education courses.
 - Carole McWilliam said this statement applies to skills learned in basic courses taken before entering the vocational technical courses.
 - Tom Farley said vocational courses reinforce the concept that the students are building on prior learning.
 - d. **MOTION: Moved by Mike Hostetler and seconded by Shirley Spencer to approve the Professional-Technical Schools policy with above-mentioned changes. Mike Rush added the stipulation that "will" will be changed to "shall" throughout. Motion passed.**
ACTION: Mike Rush will forward the corrected Professional Technical School Policies to the State Board of Education.
3. Community College Subcommittee Report - (Page 11 - Item 3)
- a. Senator Andreason reported that the subcommittee discussed direct funding for Postsecondary Vocational-Technical Education, i.e. whether or not the allocations should come through one budget in Vocational Education or go directly to the institutions. The subcommittee recommended leaving the funding structure the way it currently is. There was brief discussion.
 - b. **MOTION: It was moved by Senator Andreason and seconded by Anne Fox to accept by consensus the recommendation of the Community College Subcommittee to continue funding through one budget in Vocational Education. Motion passed unanimously.**
4. Update on plan for preparing multi-cultural teachers
- a. Anne Fox reported that a meeting was held with the Deans of the Schools of Education along with teachers, parents, students and legislators. Information was shared at that time regarding what is important when teaching minority students.

- (1) Department of Education data shows that SAT and ACT scores are improving overall. Idaho SAT scores are in the top quarter and ACT scores are in the top third of all of the nation.
 - (2) Minority student scores are improving significantly, but the minority drop-out rate is still 33% (compared to 42% one year ago). Information on how to help these students is not being communicated to pre-service or inservice teachers.
 - (3) Meetings will be held again in December to bring the Hispanic and Indian Education Committees together to write a funding grant to train both teachers and parents to work with the minority students.
 - (4) John Condie produced a model to help high schools create a structure to provide students with added support. It would create schools within schools. Schools are being solicited to pilot the model.
- b. Discussion
- (1) Why does Idaho have this major problem with Hispanic and American Indian students?
 - (a) There is a high relationship to low income, inability to speak the English language and the different cultures the students live with. Also, parents and teachers must be educated to help the children. Parent education has begun, but well-trained teachers are essential.
 - (2) What portion of the problem is transient?
 - (a) Most of the students moving here in recent years are staying and they are no longer considered migrants if they stay three years. Idaho has lost over a million dollars due to that fact alone.
 - (3) Is teacher training and inservice effective?
 - (a) Not if the teachers are loaded down with too much at one time.
 - (b) Not if we only address preservice of new instructors, and not inservice of the people now teaching. We need to do inservice in order to keep the students in school and help them learn.
 - (c) The Eisenhower program started to meet the needs of the traditionally underserved, but we can reach a saturation point of staff development.
 - (d) Research tells us if we try to instruct all children in the same way, we are probably going to fail many of them. Minorities have different ways of learning. We need to train teachers to understand and deal with that.
 - (e) There is not enough time now for all the necessary staff development. We should include minority training with other inservice that is already going on.
 - (4) Department of Education Resolution
 - (a) District staff should prioritize what is needed in their own schools. Grants from the Albertson Foundation have cutoff dates, so do inservice now.
 - (b) Because the Native Americans and Hispanics are 30% below anyone else, anything we can do would be great. This Committee's support for raising the bar and closing the gap is important.
 - (c) Need to know where colleges and universities are with assessing what they already teach in terms of multi-cultural education. Adding two more courses is not the answer. Must talk to deans/presidents about changing curriculum.
 - (d) Encourage teachers to enroll in those courses.
- c. **MOTION: It was moved by Larry Barnhardt and seconded by Anne Fox to accept**

the Department of Education Resolution as modified (based on discussion) to write a funding grant to train teachers and parents how to work with the minority students. Motion passed.

5. Higher Education Minority Recruitment and Retention Report (Page 13 - Item 5)
 - a. Following the last meeting Mike Rush developed a form to for the higher ed institutions to report minority student information. The previous year's data will be on the form when it is mailed out. Mike Rush asked the 70% Committee to look at the forms and decide if this is the information/data that needs to be collected. Discussion followed.
 - (1) Include a mechanism for tracking the number of graduates earning a degree or a certificate.
 - (2) Make sure it is a good outcomes assessment, not just number of graduates.
 - (3) Break it down by the institution and characteristics of each institution.
 - (4) Look at institutions based on population base.
 - (5) Make sure the report shows the percent of populations served in each area.
 - (6) On page 16 under "Number of Ethnic/Racial Minority Administrative/Student support personnel" – note the word "them" pertains to both exempt and classified personnel.
 - b. **MOTION: It was moved by Tom Boyd and seconded by Senator Andreason to accept Mike Rush's report as modified. Motion passed.**
 - (1) Mike Rush noted that page 17 asks for the number of grants/scholarships given to ethnic/racial minority students.
 - (a) Carole McWilliam said it needs to be broken out by institution and source of funds. Mike Hostetler agreed.
 - (b) Larry Barnhardt said there should be one for grants and one for scholarships. Differentiate between academic and technical.

FINAL MOTION: It was moved by Ann Stephens and seconded by Senator Andreason to amend the previous motion to include enhancing the data collection form to include breakout by grants and school, by technical and academic, and by source of funds and amount of funding. Motion passed.
 - c. Scholarships
 - (1) Carole McWilliam suggested looking at scholarships to encourage minority students to go into public school teaching. She sought committee support.
 - (2) Dianne Allen moved that this committee support more scholarships to encourage minority students into the public school teaching profession in Idaho. Ann Stephens seconded. Discussion followed.
 - (a) Mike Glenn said there is concern that this committee is directing almost all of its energy toward minority students in academic programs. Some students could prosper by having scholarships in technical programs as well.
 - (b) Chuck Mollerup stated that CIS has a scholarship file that is regularly updated. He asked that people let him know about any scholarships available. Hector de Leon stated that a professor at BSU has started a Hispanic Scholarship program and has raised \$44,000 through business people. He said suggested Chuck Mollerup contact the foundation at BSU for more information.
 - (c) Robert Young said minority students live in an environment that exists

with 80% unemployment; 52% unemployment for people who can actually go to work. He commended the committee for the actions taking place today.

- (3) Mike Glenn moved the 70% Committee recommend that current scholarships and any increase in scholarships being offered by institutions include one technical scholarship for every three academic. These would be scholarships that are not specifically directed by an outside source. There was discussion about funding of the scholarships, baseline numbers, and the authority this Committee has to take such action.
 - (a) It was agreed to table Mike Glenn's earlier motion regarding a percentage of grants and scholarships going to tech college students tabled. He urged the Committee to remember to bring it up for consideration at another time.
- (4) Tom Farley handed out a list of Current State of Idaho Scholarship Programs which he received at the Scholarships Committee meeting. That committee came about because Senator Lee wanted to develop a scholarship program in Idaho.
 - (a) The grants and scholarships shown on this list are already in place. All minorities can apply for the grants and/or scholarships shown here.
- (5) **ACTION: Tom Farley will follow up on the Scholarships Committee and report back to the 70% Committee.**
- (6) Judy Meyer said the 70% Committee is not at a point to lobby on minority scholarships. A report on the current status of scholarships is needed before making any recommendations. It is important to work with the legislature as well as to put emphasis on minority and technical education students.
- (7) Mike Rush said the State Board of Education budget includes two million dollars for scholarships for FY2000. He suggested making minority scholarships part of the scholarship money already in the budget.
- (8) **ACTION: Tom Farley will carry these discussion points to the next Scholarship Committee meeting.**
- (9) Mike Hostetler noted that two kinds of funding are being discussed -- foundation funded scholarships and state funded scholarship. Each type has different requirements and potential.
- (10) **MOTION: It was moved by Mike Glenn and seconded by Ann Stephens that the 70% Committee ask the State Board of Education to encourage emphasis on minority scholarships for technical college students. Motion passed.**

6. Exiting standards

- a. Lydia Guerra of the Exiting Standards Commission reported that subcommittees were asked to think how the standards would be measured.
 - (1) Some would like to have an assessment done early in the senior year, others think the junior year would be better.
 - (2) The whole process is not just for grades 9-12, but will hopefully tie K-12 together.
 - (3) Students, teachers, parents will know what the goal is which is to graduate educated students. It is understood that meeting the goal may require tutoring or mentoring for some students.
 - (4) Assessment will be determined in phase two.
- b. Questions
 - (1) Mike Glenn asked if any consideration has been given to aligning entrance

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- standards with exiting standards. Alignment means equivalent i.e., if the COMPASS test is used for entrance into college, we need to give the COMPASS in high school.
- (2) Tom Farley urged caution when thinking that the exiting standards are that closely aligned to entrance standards. Standards serve other beneficial purposes. They help schools understand what students are learning as well as defining what students are doing. Exiting standards insure that all students are well prepared for life.
 - (3) Is assessment test taken at the end of the 12th grade or earlier when it would allow schools to help students who need it.
- c. Impact
- (1) There is concern that the proposed exiting standards will reverse the progress made in technical programs with students. Students would be forced out of quality technical education if exiting standards are seen as course-seat-time specific instead of imbedded in another course.
 - (2) Raising the academic bar will benefit every element of the population. The ultimate result of education is to be able to be competitive in the workplace.
7. Budget Initiatives - preliminary discussion
- a. The State Board of Education agencies and institutions are going to be looking at the budget for FY 2001 by March, 1999. Judy Meyer said any recommendations from the 70% Committee need to be in by the end of January so they can be presented to the Board.
 - (1) Some ideas for consideration are: increasing educational opportunities for minority students, Parents as Teachers programs, Adult Education, and continuing initiatives currently funded by the Albertson Foundation.
 - (2) **ACTION: Carole McWilliam asked that recommendations be presented to the 70% Committee.**
8. 70% Committee Bylaws
- a. Mike Rush reported that the 70% Committee already has established bylaws in Board policy. Minor modifications may be needed.
 - (1) Chuck Mollerup said Career Information Systems Officer should read "system" -- not plural. Also, underprepared is unprepared so that needs to be changed. Because there is more with CIS that is not listed in the bylaws, Chuck will talk with Mike Rush about the items to be added.
 - (2) Dianne Allen asked that the wording include "representatives of the five tribes in Idaho."
 - (3) **ACTION: It was decided that each person should look over the bylaws carefully and submit all comments and/or suggestions for changes in writing to Mike Rush by January 15, 1999. Mike will make the changes for the February meeting.**
9. State Board Direction
- a. Carole McWilliam discussed focusing and goal setting to assess accomplishments of the committee.
10. The meeting adjourned at 5:40 p.m.

Policy and Rule Changes

(Item 2)

Subject:

Modification of 70% Committee Bylaws

BACKGROUND:

The bylaws of the 70% Committee were originally developed and approved in September of 1996.

DISCUSSION:

The committee membership and interested parties lists were created with the idea that representation and participation would be broad. There is a recognition now that in specifically listing interested parties the list is exclusive rather than inclusive. Also, the membership list needs to be updated to avoid duplication and omission.

RECOMMENDATIONS:

The staff recommendation is to accept the modifications to the 70% Committee Bylaws so that they are current.

COMMITTEE ACTION:

It was moved by Judy Meyer, seconded by Tom Boyd, and carried to approve the modifications including deleting "others" under item b, adding a reference to "vocational rehabilitation clients" as a targeted population under c, and changing the wording under b to say "Hispanic Education Task Force representative, to the Idaho State Board of Education Governing Policies and Procedures Bylaws Section, Subsection H, Committees of Board, Item 4, 70% Committee.

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove the modifications including deleting "others" under item b, adding a reference to "vocational rehabilitation clients" as a targeted population under c, and changing the wording under b to say "Hispanic Education Task Force representative, to the Idaho State Board of Education Governing Policies and Procedures Bylaws Section, Subsection H, Committees of Board, Item 4, 70% Committee.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: BYLAWS,
Subsection: (H) Committees of the Board

February 17, 1999
April 17-18, 1997

4. 70 Percent Committee

a. Purpose

The 70 Percent Committee is a standing committee of the Board. The committee will study issues and make recommendations to the Board relating to the needs of students who are not seeking baccalaureate or advanced degrees. Additionally, the committee will:

- (1) Address career, technical and adult education issues.
- (2) Establish and review accountability measures and standards pertinent to applied technology education, industry training, tech prep, work-based learning, school-to-work, and vocational education programs.
- (3) Address programmatic issues of at-risk populations including academic skills development, work-based literacy, dislocated worker training and displaced homemaker services, and people with disabilities.
- (4) Coordination with K-12 (remedial education, career planning, GED preparation).
- (5) Address Hispanic and Native American education issues.
- (6) Address career guidance/career pathways, career development education issues (guidance model, career path planner, etc.) development needs of students (comprehensive guidance programs, delivery of career information, etc.).
- (7) Address short-term training issues (Workforce Training Network).
- (8) Address evaluation and transferability of credits in career related programs to advanced degrees and among applied technical institutions.
- (9) Coordinate workforce training with the Governor's Workforce Development Council (council to be appointed in fall, 1996).
- (10) Review and develop policies pertaining to the Community/Technical College function.

b. Composition

The 70 Percent Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who shall designate the chair(s) of the committee. Representatives from institutions, agencies, and other groups will be non-voting members of the committee. The non-voting members are:

~~State Board members~~

Community College Presidents or designees (Applied Tech)

President, EITC

Applied Tech representatives of the four-year institutions (BSU, ISU, LCSC)

School-to-Work representative

Department of Education representative

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: BYLAWS,
Subsection: (H) Committees of the Board

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OSBOE Staff Member
 SDVE Staff Member
 Native American ~~r~~Representative from the Five Tribes in Idaho
 Hispanic Education Task Force representative
 High School Principal
 Career Information Systems Officer
 Adult Education representative
Vocational Rehabilitation representative
 Legislator(s)
 Other(s)
 Staffed by SDVE and coordinated with Executive Director of State Board of Education

- ~~Others invited to attend:~~
- ~~Governor's Office representative~~
- ~~Legislators~~
- ~~Workforce Training Network representatives~~
- ~~State Occupational Information Coordinating Committee/Career Information Systems Director~~
- ~~Targeted population groups with special educational issues including:-~~
- ~~Hispanic and Native American representatives~~
- ~~State Adult Basic Education Coordinator and Learning Center Directors~~
- ~~Regional Tech Prep, School-to-Work, Vocational Education Coordinators~~
- ~~Economic Development representatives~~
- ~~Local labor market analysts~~
- ~~Industry representatives~~
- ~~Technical committee (industry) representative~~
- ~~Public service emergency response representatives (Fire Chiefs Association, HazMat regional team representatives, Health and Welfare/Emergency Medical Technical representatives, etc.)~~
- ~~Departments of Correction/Juvenile Justice~~
- ~~Others~~

c. Responsibilities and Procedures

The 70 Percent Committee is responsible for making recommendations to the Board in the following general areas:

- (1) Recommend to the Board improvements in the current system of education for postsecondary students not attending a college or university

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**February 17, 1999****SECTION: BYLAWS,****April 17-18, 1997****Subsection: (H) Committees of the Board**

- (2) Applied Technical Education Programs including certificate and Associate of Applied Science degree programs
- (3) Career guidance initiatives and programs ~~/career pathways/career information system.~~
- (4) Tech Prep
- (5) School-to-Work
- (6) Statewide Programs (e.g. Farm Management; Emergency Services Training; Apprenticeship; Customized Training)
- (7) Workforce Training Network (short-term training)
- (8) Targeted programs for at-risk populations
 - Unprepared/Underprepared Adults (Centers for New Directions/Displaced Homemaker Center Services; Workplace Literacy, Academic Skills Development; Adult Basic Education; Vocational Rehabilitation clients)
- (9) Outreach to secondary schools
- (10) Outreach instruction
- (11) Review Vocational Student Organization activities and issues
- (12) Review professional development issues and activities (summer conference; technical assistance, etc.)
- (13) Targeted educational issues: alternative schools, Hispanic and Native American education, correction education, juvenile justice system
- (14) Career Information System

Policy and Rule Revisions**(Item 3)****Subject:**

IDAPA 08.02.02.070.03 – Certification Standards for Vocational-Technical Educators Rule Modification

BACKGROUND:

Chapter 12, Title 33, Idaho Code requires that school district employees and all applicants for certification successfully pass a Criminal History Check. Throughout this section of the Code reference is made to “district employees” and “the school district.” It is clear that the intent of the Rule was to assure the safety of minor students in Idaho’s Pre-K-12 school system. This was clarified through legislation last year in Idaho Code §33-5109.

DISCUSSION:

The proposed amendment will limit the holder of a Post-Secondary Vocational-Technical Certification to instruction at the Post-Secondary level only. Standards, policies and procedures for such certification will be provided by the Division of Vocational Education and will be placed in the Teacher Certification manual.

RECOMMENDATIONS:

The staff recommendation is to accept the changes to IDAPA 08.02.02.070.03 as exhibited in Item 2.b.2.

COMMITTEE ACTION:

It was moved by Tom Boyd, seconded by Judy Meyer, and carried to approve the proposed changes to IDAPA 08.02.02.070.03 Certification Standards for Vocational-Technical Educators Rule as written and promulgate the rule as a proposed rule.

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove the proposed changes to IDAPA 08.02.02.070.03 Certification Standards for Vocational-Technical Educators Rule as written and promulgate the rule as a proposed rule.

IDAPA 08
TITLE 02
Chapter 02
08.02.02 -- Rules Governing Uniformity

001. CERTIFICATION STANDARDS ADOPTED

The State Board of Education adopts and incorporates into its rules the Idaho Department of Education Professional School Personnel Certification Standards Manual revised on October 17, 1996. (4-1-97)

002. – 009 (RESERVED)

010. ACCREDITED INSTITUTIONS

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

020. – 019 (RESERVED)

(Break in continuity of sections)

070. IDAHO EDUCATOR CREDENTIAL

The State Board of Education will authorize the Office of Teacher Certification to issue the following certificates and endorsements on the IDAHO EDUCATOR CREDENTIAL to those individuals meeting the specific requirements for each area. The requirements for each certificate and endorsement are outlined in the Professional School Personnel Certification Standards manual. (Section 33-1201, Idaho Code) (4-1-97)

(Break in continuity of sections)

03. Certification Standards for Vocational-Technical Educators. Teachers of vocational-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a secondary teaching credential or on an Occupational Specialist Certificate. Detailed description of the procedure and policy for the above rule is found in the Teacher Certification Manual. Except as provided in Idaho §33-5109, any secondary school vocational-technical instructors shall hold this certificate endorsement that is subject to the provisions of Idaho Code §33-130 and §33-1202. ()

a. Post-Secondary Vocational-Technical Educators. Instructors in post-secondary vocational-technical courses or programs must hold a Post-Secondary Vocational-Technical certification in an appropriate discipline. Such certification shall not entitle the holder to teach in the primary or secondary public schools and shall limit the holder to the qualification to instruct in post-secondary programs or courses. Such certification shall not be considered a certificate as provided in Idaho Code §33-130 or Chapter 12, Title 33, Idaho Code. Standards, policies and procedures for such certification shall be as provided by the Division of Vocational Education and as set in the Teacher Certification Manual.

**Hispanic Education Task Force and Indian Education Committee
Budgetary Recommendations****(Item 4)****BACKGROUND:**

Educational Success for All Children – The subcommittees of the 70% Committee, the Indian Education Committee, the Hispanic Education Task Force and staff from the Department of Education and the Division of Vocational Education working with representatives of other educational institutions have developed the following recommendations. The role of the subcommittees is “...to inform the Board of initiatives, success, and challenges; review data and reports and help the Board interpret information and develop recommendations for the Board and its institutions and agencies.” (State of Idaho: *A Resolution for Preparing Teachers* in preparing teachers in Multi-Cultural Education”)

In December 1998, the 70% Committee and the State Board of Education adopted a resolution for preparing teachers in multi-cultural education. The adoption of the resolution reinforced Idaho’s desire to not only close the academic gap between Native American, Hispanic and other minority students with those of their Anglo counterparts, but develop a plan for training Idaho’s teachers in multi-cultural education.

Idaho’s plan additionally reflects the February 1998 response to the Hispanic Dropout Project by Richard W. Riley, U.S. Secretary of Education and Delia Pompa, Director of the Office of Bilingual Education and Minority Language Affairs. (See *Improving Opportunities: Strategies from the Secretary of Education for Hispanic and Limited English Proficient Students*; and, *No More Excuses: The Final Report of the Hispanic Dropout Project*.)

The initiatives outlined below represent our goal that each and every student have an increased opportunity to receive a high-quality education and the chance to achieve to the highest academic standards.

1. Pre-Service and In-Service; Multi-Cultural Education
2. Grow-Your-Own Teacher Program

Pre-Service and In-Service Multi-Cultural Education**(Item 4.a)****DISCUSSION:**

The Hispanic Education Task Force and Indian Education Committee in their recommendations in 1991 and 1992 respectively, acknowledged a need for trained teachers in multi-cultural education. The SBOE accepted these recommendations.

In 1996, the State Board of Education requested that the State Superintendent and the Deans of the Colleges of Education develop a plan to address and incorporate multi-cultural education pre-service and in-service education into their teacher education programs.

After careful review of a report provided by the Deans of the Colleges of Education, the Hispanic Education Task Force and the Indian Education Committee convened a meeting with the deans and the State Superintendent. The following recommendation was developed as a result of the meeting.

RECOMMENDATION:

The Colleges of Education will need to build the capacity of the teaching professionals to meet the educational needs of Hispanic, Native American and other minority students. Capacity building will require development of competencies in multi-cultural education in pre-service teacher education. To build the capacity of teaching professionals to meet the needs of all multi-cultural students, funding will be required.

The Indian Education Committee and the Hispanic Education Task Force recommend that the SBOE pursue funding from the legislature to the estimated amount of \$1.2 million. This allocation would provide each of the teacher education institutions funds to hire the needed staff to provide the required multi-cultural educational teacher training services needed.

The Indian Education Committee and the Hispanic Education Task Force request the approval of the recommendation, followed by forwarding the recommendation to the SBOE to be included in their budget planning for the FY 2001.

COMMITTEE ACTION:

It was moved by Tom Boyd, seconded by Judy Meyer and approved that the SBOE include for consideration the proposed \$1.2 million budget recommendation for Pre-Service and In-Service Multi-Cultural Education in their FY 2001 budget request.

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove that the SBOE include for consideration the proposed \$1.2 million budget recommendation for Pre-Service and In-Service Multi-Cultural Education in their FY 2001 budget request.

Grow-Your-Own Teacher Program**(Item 4.b)****DISCUSSION:**

The Hispanic Education Task Force and the Indian Education Committee in their recommendations of 1991 and 1992 respectively, acknowledge a need for trained teachers in multi-cultural education with an endorsement in bilingual/ESL education to teach children with Limited English Proficiency (LEP). The need for trained teachers has increased and continues to grow.

According to the Idaho Department of Education, 19,000 students currently enrolled are from homes where the language spoken was other than English. Of these children, 13,251 are LEP. In total, the 19,000 students came from 59 different languages. In the population of 13,251 LEP children, we find they are from 52 different languages spoken by their parents. Thus, the need for a bilingual/ESL program continues to increase with children from Mexico, as well as children of refugees from Yugoslavia, Croatia, etc.

Given the preceding information, it is clear that Idaho must drastically increase the numbers of bilingual/ESL endorsed classroom teachers. The following recommendation was developed by the Hispanic Education Task Force and the Indian Education Committee based on the data above.

RECOMMENDATION:

Clearly the number of bilingual/ESL teachers must be increased. The majority of the bilingual teachers to date have been trained at Boise State University and Idaho State University.

The Hispanic Education Task Force and the Indian Education Committee recommends that the SBOE pursue funding from the legislature to an estimated amount of \$350,000.00 to recruit and train additional bilingual/ESL teachers using a career ladder approach whereby teacher aids are recruited and trained to become bilingual/ESL teachers. This allocation would provide institutions of higher learning the funds to train additional bilingual/ESL teachers.

COMMITTEE ACTION :

It was moved by Judy Meyer, seconded by Tom Boyd, and approved that the SBOE include for consideration the proposed \$350,000 budget recommendation for the Grow-Your-Own Teacher Program in their FY 2001 budget request.

BOARD ACTION:

It was moved by _____, seconded by _____, and carried to approve/disapprove that the SBOE include for consideration the proposed \$350,000 budget recommendation for the Grow-Your-Own Teacher Program in their FY 2001 budget request.

Cooperative Service Agencies**(Item 5)****Subject:** Approval of local requests to create Cooperative Service Agencies

Eastern Idaho Vocational Cooperative Service Agency (exhibits on file at the SDVE)

Magic Valley Cooperative School Service Agency (exhibits on file at the SDVE)

Gateway Cooperative School Service Agency (exhibits on file at the SDVE)

BACKGROUND:

House Bill 510 allows for the creation of professional-technical schools at the secondary level for the purpose of providing high level technical training programs. The law requires such schools to be located at separate sites from other schools, but it allows the organization of a cooperative service agency to meet the intent of the law for a separate site (House Appropriations Bill 838).

A Cooperative Service Agency may be established by the State Board of Education under Idaho Code 33-315, 33-316, 33-317, and 33-318.

DISCUSSION:

Some of the school districts that are implementing professional-technical school activities are choosing to do so as cooperative service agencies instead of creating schools at separate physical sites. The State Board of Education has authority to approve new requests that create cooperative service agencies. By-laws have been prepared by the cooperating districts, and they are hereby submitted for the action of the Board.

RECOMMENDATIONS:

The staff recommendation is to approve the Cooperative Service Agency requests.

COMMITTEE ACTION:

- * It was moved by Judy Meyer, seconded by Tom Boyd, and carried to approve the Eastern Idaho Vocational Cooperative Service Agency agreement.
- * It was moved by Tom Boyd, seconded by Judy Meyer, and carried to approve the Magic Valley Cooperative School Service Agency agreement.
- * It was moved Judy Meyer, seconded by Tom Boyd, and carried to approve the Gateway Cooperative School Service Agency agreement (NOTE: Carole McWilliam did not participate in the discussion or vote.)

BOARD ACTION:

It was moved by _____, seconded by _____ and carried to approve/disapprove the Eastern Idaho Vocational Cooperative Service Agency agreement.

It was moved by _____, seconded by _____ and carried to approve/disapprove the Magic Valley Cooperative School Service Agency agreement.

It was moved _____, seconded by _____, and carried to approve/disapprove the Gateway Cooperative School Service Agency agreement.